

Language A Assessment Criteria (Analytical)

**Name:**

**Date:**

**Assignment:**

Re-read the passage in Chapter 9 from 'The hunters were looking uneasily at the sky, flinching from the strokes of the drops...' to 'The parachute took the figure forward, furrowing the lagoon, and bumped it over the reef and out to sea.' (Pg151-153)

**How does Golding make this incident so shocking? Support your answer by close reference to the passage.**

Teacher's Comment can be found *at end of student's work*

**Student Comment:**

*Reflect on what you are happy about in your work, and on what you can do to improve.*

**Parent's Signature:**

*Please sign here to show you have seen the work and understood the grade.*

## Language A Assessment Criteria (Analytical)

Criterion A: Analysing		Criterion B: Organising		Criterion D: Using Language	
<b>0</b>	The student does not reach a standard described by any of the descriptors below.	<b>0</b>	The student does not reach a standard described by any of the descriptors below.	<b>0</b>	The student does not reach a standard described by any of the descriptors below.
<b>1-2</b>	The student: i. provides <b>limited</b> analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides <b>limited</b> analysis of the effects of the creator's choices on an audience iii. <b>rarely</b> justifies opinions and ideas with examples or explanations; uses <b>little or no</b> terminology iv. evaluates <b>few</b> similarities and differences by making <b>minimal</b> connections in features across and within genres and texts.	<b>1-2</b>	The student: i. makes <b>minimal</b> use of organisational structures though these may not always serve the context and intention ii. organises opinions and ideas with a <b>minimal degree of coherence and logic</b> iii. makes <b>minimal</b> use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.	<b>1-2</b>	The student: i. uses a <b>limited</b> range of appropriate vocabulary and forms of expression ii. writes and speaks in an <b>inappropriate</b> register and style that <b>do not</b> serve the context and intention iii. uses grammar, syntax and punctuation with <b>limited</b> accuracy; errors <b>often hinder</b> communication iv. spells/writes and pronounces with <b>limited</b> accuracy; errors <b>often hinder</b> communication v. makes <b>limited and/or inappropriate</b> use of non-verbal communication techniques.
<b>3-4</b>	The student: i. provides <b>adequate</b> analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides <b>adequate</b> analysis of the effects of the creator's choices on an audience iii. justifies opinions and ideas with <b>some</b> examples and explanations, though this may not be consistent; uses <b>some</b> terminology iv. evaluates <b>some</b> similarities and differences by making <b>adequate</b> connections in features across and within genres and texts.	<b>3-4</b>	The student: i. makes <b>adequate</b> use of organisational structures that serve the context and intention ii. organises opinions and ideas with <b>some degree of coherence and logic</b> iii. makes <b>adequate</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.	<b>3-4</b>	The student: i. uses an <b>adequate</b> range of appropriate vocabulary, sentence structures and forms of expression ii. <b>sometimes</b> writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with <b>some degree</b> of accuracy; errors <b>sometimes</b> hinder communication iv. spells/writes and pronounces with <b>some degree</b> of accuracy; errors <b>sometimes</b> hinder communication v. makes <b>some</b> use of appropriate non-verbal communication techniques.
<b>5-6</b>	The student: i. <b>competently</b> analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. <b>competently</b> analyses the effects of the creator's choices on an audience iii. <b>sufficiently</b> justifies opinions and ideas with examples and explanations; uses accurate terminology iv. evaluates similarities and differences by making <b>substantial</b> connections in features across and within genres and texts.	<b>5-6</b>	The student: i. makes <b>competent</b> use of organisational structures that serve the context and intention ii. organises opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other iii. makes <b>competent</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.	<b>5-6</b>	The student: i. uses a <b>varied range</b> of appropriate vocabulary, sentence structures and forms of expression <b>competently</b> ii. writes and speaks <b>competently</b> in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication iv. spells/writes and pronounces with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication v. makes <b>sufficient</b> use of appropriate non-verbal communication techniques.
<b>7-8</b>	The student: i. provides <b>perceptive</b> analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. <b>perceptively</b> analyses the effects of the creator's choices on an audience iii. gives <b>detailed justification</b> of opinions and ideas with a range of examples, and <b>thorough</b> explanations; uses <b>accurate</b> terminology iv. <b>perceptively compares and contrasts</b> by making <b>extensive</b> connections in features across and within genres and texts.	<b>7-8</b>	The student: i. makes <b>sophisticated</b> use of organisational structures that serve the context and intention effectively ii. <b>effectively</b> organises opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other in a <b>sophisticated</b> way iii. makes <b>excellent</b> use of referencing and formatting tools to create an <b>effective</b> presentation style.	<b>7-8</b>	The student: i. <b>effectively</b> uses a range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a <b>consistently appropriate</b> register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b> iv. spells/writes and pronounces with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b> v. makes <b>effective</b> use of appropriate non-verbal communication techniques.

### Grades

/8	/8	/8
----	----	----